



R C EDWARDS MIDDLE

1157 Madden Bridge Rd.
Central, South Carolina 29630

GRADES 6-8 Middle School

ENROLLMENT 800 Students

PRINCIPAL Michael H. Sanders 864-654-1400

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

2

12

2

0

0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Good	Below Average	No

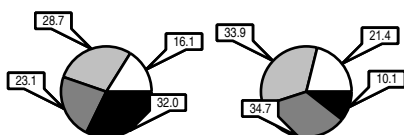
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	784	100.0	21.3	33.9	34.7	10.1	53.6	Yes	Yes
Gender									
Male	418	100.0	27.7	35.4	31.9	5.0	46.6		
Female	366	100.0	14.0	32.2	37.9	16.0	61.5		
Racial/Ethnic Group									
White	644	100.0	17.0	33.9	38.0	11.1	58.2	Yes	Yes
African-American	93	100.0	49.5	36.3	14.3	0.0	22.0	Yes	Yes
Asian/Pacific Islander	19	100.0	11.8	17.6	41.2	29.4	76.5	I/S	I/S
Hispanic	24	100.0	34.8	39.1	21.7	4.3	34.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	685	100.0	13.7	35.9	38.9	11.6	60.2		
Disabled	99	100.0	74.5	20.2	5.3	0.0	7.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	784	100.0	21.3	33.9	34.7	10.1	53.6		
English Proficiency									
Limited English Proficient	22	100.0	55.6	16.7	27.8	0.0	27.8	I/S	I/S
Non-Limited English Proficient	762	100.0	20.4	34.3	34.9	10.4	54.2		
Socio-Economic Status									
Subsidized meals	198	100.0	48.3	35.2	15.3	1.1	21.6	Yes	Yes
Full-pay meals	586	100.0	13.0	33.5	40.6	12.8	63.4		

Mathematics - State Performance Objective = 15.5%									
All Students	784	100.0	16.1	28.7	23.1	32.0	63.8	Yes	Yes
Gender									
Male	418	100.0	16.7	31.2	20.9	31.2	59.9		
Female	366	100.0	15.4	25.9	25.6	33.0	68.4		
Racial/Ethnic Group									
White	644	100.0	13.6	27.3	23.9	35.2	68.2	Yes	Yes
African American	93	100.0	36.3	41.8	15.4	6.6	29.7	Yes	Yes
Asian/Pacific Islander	19	100.0	0.0	5.9	35.3	58.8	100.0	I/S	I/S
Hispanic	24	100.0	17.4	34.8	26.1	21.7	52.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	685	100.0	9.4	28.7	25.4	36.5	70.8		
Disabled	99	100.0	62.8	28.7	7.4	1.1	14.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	784	100.0	16.1	28.7	23.1	32.0	63.8		
English Proficiency									
Limited English Proficient	22	100.0	16.7	38.9	16.7	27.8	50.0	I/S	I/S
Non-Limited English Proficient	762	100.0	16.1	28.5	23.3	32.2	64.2		
Socio-Economic Status									
Subsidized meals	198	100.0	36.4	41.5	16.5	5.7	30.7	Yes	Yes
Full-pay meals	586	100.0	9.9	24.8	25.2	40.1	74.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	255	100.0	23.8	31.7	26.3	18.3	44.6
	Grade 7	270	100.0	19.2	42.4	35.7	2.7	38.4
	Grade 8	283	99.6	23.7	36.5	31.8	8.0	39.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	265	100.0	23.6	26.2	39.5	10.6	50.2
	Grade 7	257	100.0	24.5	36.4	29.6	9.5	39.1
	Grade 8	262	100.0	18.2	39.1	33.3	9.3	42.6

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	255	100.0	15.0	30.0	21.3	33.8	55.0
	Grade 7	270	100.0	16.9	32.2	23.5	27.5	51.0
	Grade 8	283	100.0	21.2	39.4	18.2	21.2	39.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	265	100.0	14.1	22.4	25.5	38.0	63.5
	Grade 7	257	100.0	18.2	28.1	19.4	34.4	53.8
	Grade 8	262	100.0	17.4	38.4	22.5	21.7	44.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 800)				
Students enrolled in high school credit courses (grades 7 & 8)	47.7%	Down from 55.0%	26.8%	14.6%
Retention rate	2.8%	Up from 1.1%	2.2%	3.0%
Attendance rate	96.8%	Up from 96.5%	96.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.7%		3.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%		3.3%	5.3%
Eligible for gifted and talented	31.7%	Up from 26.9%	31.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.0%	Down from 13.6%	10.7%	13.9%
Older than usual for grade	3.3%	Down from 3.7%	2.3%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.5%	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	56.0%	Up from 51.9%	55.7%	48.7%
Continuing contract teachers	92.0%	Down from 94.2%	85.7%	81.7%
Highly qualified teachers**	93.2%	N/A	90.5%	90.4%
Teachers with emergency or provisional certificates	2.2%		2.6%	5.3%
Teachers returning from previous year	93.3%	Down from 93.8%	88.4%	85.1%
Teacher attendance rate	95.5%	Down from 96.5%	95.3%	94.8%
Average teacher salary	\$42,056	Up 3.2%	\$42,315	\$40,566
Prof. development days/teacher	11.1 days	Down from 12.5 days	9.9 days	11.0 days
School				
Principal's years at school	8.0	Up from 7.0	5.5	3.3
Student-teacher ratio in core subjects	24.5 to 1	Down from 25.4 to 1	24.4 to 1	21.3 to 1
Prime instructional time	91.3%	Down from 92.4%	91.0%	89.3%
Dollars spent per pupil*	\$5,374	Up 0.5%	\$5,487	\$5,821
Percent of expenditures for teacher salaries*	61.1%	Down from 61.2%	62.2%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.9%	Up from 66.3%	96.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.6%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-04 school year has been a year of great achievements for our school. In the spring, we were honored by the South Carolina State Department of Education as a Red Carpet School. Also, we had a successful visit by the Southern Association of Schools and Colleges and received renewal accreditation. It is the mission of R.C. Edwards Middle School to "promote high standards of academic achievement, personal achievement, and career development in a safe environment".

Our sixth, seventh, and eighth graders have numerous opportunities to showcase their talents in academics, athletics, and the arts. This school year our MathCounts team won the state MathCounts competition; our robotics team placed third at the state robotics competition; thirty-eight students were named South Carolina Junior Scholars; ten students were honored by the Duke Talent Identification Program; nine students won medals at the Regional Science Fair; and three students qualified as members of the All-State Band.

Some exemplary programs at Edwards include Panther Pride, Student of the Month, and Breakfast of Champions. The Panther Pride program honors students who have modeled noteworthy character traits; the Student of the Month program identifies students who have excelled in the classroom; and the Breakfast of Champions rewards students who have not incurred disciplinary action. The Edwards "World's Fair" is a significant opportunity for parents and community members to participate in the learning process. Community judges evaluate science and math projects, elementary children enjoy hearing Edwards students read in the "Story Corner," and parents serve "fair cuisine".

In an effort to invest in the surrounding community, Edwards contributes to many outreach programs. Students and faculty make donations to local charities, such as Helping Hands and United Way; participate in fundraisers such as Relay for Life, St. Jude's Children's Hospital, Share the Warmth, and Country Santa; and provide lunch and entertainment for senior citizens.

R. C. Edwards Middle School would not be the learning environment for students that it is without the help and support of parents, volunteers, the school improvement council, teachers, and staff. We welcome suggestions and feedback on school services in an effort for continued improvement.

June Hay, School Improvement Council Chairperson
Mike Sanders, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	207	61
Percent satisfied with learning environment	85.1%	63.7%	77.0%
Percent satisfied with social and physical environment	87.5%	72.5%	75.4%
Percent satisfied with home-school relations	75.0%	76.4%	46.7%

*Only students at the highest middle school grade level at this school and their parents were included.